



September 4, 2026

Maryland State Clearinghouse
Maryland Department of Planning
120 E. Baltimore St, Suite 2000
Baltimore MD, 21202

To the Maryland State Clearinghouse,

Pursuant to the Executive Order 12372 Process, we are submitting the enclosed application for federal assistance for Maryland Intergovernmental Review & Coordination. The application will be submitted to the Office on Violence Against Women, for their FY 2026 Consolidated Grant Program to Assist Children and Youth Affected by and to Engage Men and Youth in Preventing Domestic Violence, Dating Violence, Sexual Assault, and Stalking, Funding Opportunity Number O-OVW-2026-172652, for our project entitled: Domestic Violence Services and Prevention Education for Children and Youth.

Please find enclosed the following application materials for review by the State:

- Program narrative (including staffing requirements);
- Budget narrative;
- Standard form 424; and
- Areas to be served/location.

Sincerely,

A handwritten signature in blue ink that reads "Katie Allston". A long, sweeping blue line extends from the end of the signature towards the top right of the page.

Katie Allston
Executive Director
House of Ruth Maryland

Proposal Narrative

Purpose of the Project

Why you are applying for the grant

House of Ruth Maryland (HRM) seeks funding for the Domestic Violence Services and Prevention Education for Children and Youth project. This project supports community-based efforts to expand prevention, intervention, treatment, and responses strategies addressing the needs of children and youth affected by domestic/dating violence, sexual assault, stalking, and/or sex trafficking in alignment with statutory purposes 2, 3, and 4 by:

1. Providing trauma-informed, evidence-based early childhood education services to children exposed to such violence and conducting workshops for children and youth service providers on recognizing and engaging youth exposed to domestic/dating violence in alignment with statutory purpose “2. Provide assistance to children and youth exposed to such violence”; and
2. Conducting youth engagement, awareness, and prevention workshops in alignment with statutory purposes “3. Provide assistance to middle and high school students through education and other services related to such violence.” and “4. Provide programs to engage men and youth in preventing domestic violence, dating violence, sexual assault, and stalking.”

The proposed project advances agency funding priority “2. Projects dedicated to direct victim services, particularly in small towns and rural, remote, and Tribal communities.” by providing direct victim services to children and youth impacted by domestic/dating violence and related crimes. This includes providing direct early childhood education services for impacted children through our Weinberg Child Development Center (WCDC).

Exposure to violence can significantly impact a child’s emotional regulation, attachment, social development, and readiness to learn. Under statutory purpose 2, HRM will provide trauma-informed early childhood education to children of domestic violence survivors who have been exposed to domestic/dating violence, sexual assault, and/or stalking through the WCDC. This will give children who have been exposed to such violence a safe, supportive environment to learn and develop while their parents access services and work toward safety and stability. The WCDC integrates three evidence-based frameworks to promote healing, resilience, and healthy development:

- The Creative Curriculum provides developmentally appropriate, child-centered learning experiences that foster cognitive, language, physical, and social-emotional growth through purposeful play and exploration.
- Second Step Early Learning equips children with age-appropriate skills in emotional regulation, empathy, problem-solving, friendship, and conflict resolution, helping them develop the protective factors necessary for long-term success.
- Conscious Discipline serves as the foundation of our classroom culture by creating safe, predictable environments where children learn to identify emotions, regulate their responses, build healthy relationships, and develop resilience through connection rather than punishment.

These approaches are embedded throughout the school day and are reinforced by highly trained educators who understand the effects of trauma on young children. Staff partner closely with HRM’s domestic violence advocates, clinicians, and family support teams to ensure that each child’s educational experience is coordinated with the family’s broader

Purpose of the Project

healing journey. By combining evidence-based curricula with a comprehensive, trauma-informed model of care, the WCDC helps children recover from the effects of violence, strengthen social-emotional competencies, improve school readiness, and build the foundation for lifelong learning and healthy relationships. This integrated approach supports both the immediate safety and long-term well-being of children and their non-offending caregivers as they rebuild their lives free from violence.

Children and youth that have been exposed to domestic/dating violence require specialized care and support. To meet this critical need in alignment with statutory purpose 2, HRM will conduct workshops for children and youth service providers to build their capacity to recognize the signs and impacts of exposure to domestic/dating violence and related violence and respond in a trauma-informed and age-appropriate manner grounded in best practices for serving children and youth that have been exposed to such violence.

These workshops will be hosted by HRM's Training Institute, which provides community education, training, consultation, and technical assistance related to domestic/dating violence, in coordination with local school and community-based partners. The Training Institute promotes community-driven solutions, the application of research to practice, and broader access to resources for all. Through the service provider workshops, which will cover topics such as Domestic/Dating Violence Impacts on Children and Youth, Healthy Relationships, Teen Dating Violence, and Technology and Abuse, Training Institute staff will educate children and youth service providers on how to recognize the signs of exposure to violence and more effectively serve impacted children and youth.

Under statutory purposes 3 and 4, HRM will provide youth violence prevention workshops designed to engage youth in recognizing, understanding the impact of, and preventing domestic/dating violence and related violence. These workshops will build community knowledge and promote shared responsibility and early intervention, while also ensuring youth are aware of the resources available to them should they experience or know someone experiencing domestic violence. Delivered in partnership with schools, youth-serving organizations, community-based programs, and other trusted local partners, the workshops will provide developmentally appropriate, culturally responsive education on healthy relationships, consent, boundaries, warning signs of abuse, digital safety, and how to support a friend safely. Youth will also learn how to identify trusted adults, access confidential support, and connect with HRM and other community resources. Interactive activities and guided discussion will create space for young people to ask questions, practice help-seeking and bystander-intervention skills, and recognize their role in building safer peer, school, and community environments.

Domestic/dating violence remains one of the most pressing public health and safety issues in Maryland and nationwide. According to the CDC, 1 in 3 women and 1 in 6 men report experiencing physical violence from a partner, though these numbers are widely considered underreported due to stigma, fear, and lack of access to services ([CDC, 2024](#)). In Maryland, the impact of domestic violence continues to grow in severity: 56 domestic violence-related deaths occurred in 2022, and 30 children lost a parent to domestic violence that year ([Maryland Network Against Domestic Violence, 2023](#)). Researchers estimate 10-20% of children in the U.S. are exposed to domestic violence each year ([Carlson, 2000](#)) and that one in 15 children are exposed to intimate partner violence between parents or between a parent and the parent's partner ([Hamby et al., 2011](#)). In Maryland, over 20,000 children are exposed to domestic/dating violence each year ([Maryland Network Against Domestic Violence, 2023](#)).

Purpose of the Project

Childhood exposure to IPV is an Adverse Childhood Experience (ACE) that can cause trauma and toxic stress that disrupts brain development, emotional regulation, the immune system, learning and school readiness; it can also lead to lifelong issues with health, relationships, education, and employment, and these effects may even be passed down to the next generation ([CDC, 2026](#)). Trauma exposure is even more complex for families in shelter environments and who face additional barriers such as poverty, housing insecurity, racial discrimination, and limited access to culturally affirming care. Our Baltimore City-based emergency and transitional housing program serves over 100 children annually, 80% of whom are under 6 years old, and we see the effects of trauma on these children every day.

High-quality early childhood education programs, particularly those that work closely with parents and families, are proven buffers against these effects ([Sun, Blewitt, Skouteris, 2023](#)) and can disrupt the intergenerational cycle of violence. For older children who have been exposed to domestic/dating violence, schools serve as a critical system of support; school-based and school-based staff have a crucial role to play in recognizing trauma responses, accommodating and responding in a classroom setting, and referring children who need external support ([National Child Traumatic Stress Network, 2026](#)).

With this funding, HRM would utilize our nearly fifty years of experience in serving victims of domestic violence and their families to provide direct victim services to children and youth impacted by domestic violence and related crimes, provide trauma-informed early childhood education to children exposed to such violence, strengthen the capacity of children and youth service providers to support children and youth exposed to domestic violence and related crimes, and conduct youth engagement workshops focused on preventing domestic violence, dating violence, sexual assault, and stalking, thus contributing to the expansion of prevention, intervention, treatment, and response strategies addressing the needs of children and youth affected by domestic/dating violence

Identify and summarize the project goals/objectives and why they were selected

HRM's mission is to lead the fight to end violence against women and their children by confronting the attitudes, behaviors and systems that perpetuate it, and by providing victims with the services necessary to rebuild their lives safely and free of fear. In furtherance of this mission, the Domestic Violence Support and Prevention Education for Children and Youth project seeks to achieve the following goals and objectives:

Goal 1: Ensure children and youth who have been exposed to domestic/dating violence receive trauma-informed, evidence-based, and developmentally appropriate assistance.

- **Objective 1.1:** Provide direct support to children who have been exposed to domestic/dating violence and related violence through trauma-informed, evidence-based, and developmentally appropriate early childhood education services.
- **Objective 1.2:** Facilitate workshops to strengthen the capacity of community-based children and youth service providers to prevent, intervene, treat, and respond to children and youth affected by domestic/dating violence.

Goal 2: Engage youth in recognizing and preventing domestic/dating violence and raise awareness of available resources for victims.

- **Objective 2.1:** Facilitate workshops for youth on recognizing and preventing domestic/dating violence and available resources for victims.

Purpose of the Project

HRM recognizes that domestic/dating violence impacts the entire family unit, and thus, it is essential for impacted children to receive direct support as part of a family's healing journey. In addition to the numerous positive impacts on the development of the children served, early childhood education services have the additional benefit of making it easier for survivors with children to access our broader continuum of services. This improves the accessibility of victim services, enabling victims to take control of their healing and stability.

These activities and partnerships will create clear pathways for youth and their families to access HRM's broader continuum of services, increasing access to victim services and supporting survivors' safety, healing, and long-term stability. Strengthening the capacity of children and youth service providers is critical because they are often the first trusted adults to identify warning signs or receive a disclosure. Training will equip providers to recognize domestic and dating violence, respond in a trauma-informed and culturally responsive manner, address immediate safety concerns, and make appropriate referrals.

Direct youth engagement supports prevention by helping young people distinguish between healthy and harmful relationship behaviors, understand consent and digital safety, and recognize coercion and abuse. According to the CDC, 13.6% of U.S. high school students who dated experienced physical or sexual dating violence, with higher rates among female and LGBTQ+ students. With prevention-driven programming, youth will also learn how to seek help, support their peers, and intervene safely ([CDC, 2021](#)). Providing this education early can reduce the normalization of violence and promote safer relationships.

Given HRM's longstanding history of serving adult and youth survivors of domestic/dating violence and their children in Maryland and building the capacity of other support organizations and service providers, we are uniquely qualified to implement the above outlined goals and objectives. These goals and objectives are designed to complement HRM's full continuum of victim-centered services, which include a 24-hour hotline and chatline, lethality assessment, service coordination, emergency shelter and hoteling, rapid rehousing and transitional housing programs, eviction prevention assistance, job navigation, legal advocacy, individual and group counseling, and abuse intervention programming.

Describe the communities that will be served

This project will serve children and youth in the state of Maryland, and particularly those who have been affected by domestic/dating violence, sexual assault, stalking, and/or sex trafficking. This will be accomplished through school-based workshops for youth participants, school-based outreach to youth and their families, and in-house early childhood education services provided to the children of domestic/dating violence victims.

Additionally, the project will serve children and youth victim service providers in the state of Maryland through workshops designed to expand and strengthen prevention, intervention, treatment, and responses strategies addressing the needs of children and youth affected by domestic/dating violence, sexual assault, stalking, and/or sex trafficking.

What Will Be Done

For each goal: a) activities and who is responsible for them; b) how you will ensure victim safety and/or offender accountability; and c) outcomes for knowing the goal was achieved, and how the outcomes will be tracked.

What Will Be Done

This project will achieve the following goals and associated objectives, activities, and outcomes, while ensuring victim safety and offender accountability:

Goal 1: Ensure children and youth who have been exposed to domestic/dating violence receive trauma-informed, evidence-based, and developmentally appropriate assistance.

Objective 1.1: Provide direct support to children who have been exposed to domestic/dating violence and related violence through trauma-informed, evidence-based, and developmentally appropriate early childhood education services.

a) Activities and who is responsible for them:

Activities:

- Provide trauma-informed, evidence-based, and developmentally appropriate early childhood education services to children exposed to domestic/dating violence through HRM's Weinberg Childhood Development Center.
- Conduct Ages and Stages ASQ screenings to monitor progress, identify developmental concerns, and facilitate early intervention.

Responsible: Director of Stability Services, Lead Teacher, Childcare Teacher
Preschool

b) How we will ensure victim safety, privacy, and confidentiality: Staff are licensed and highly trained in best practices for providing early childhood education to children that have been exposed to domestic/dating violence. HRM utilizes intentional curriculum design, continuous program monitoring and assessment, and robust data privacy policies and systems to ensure victim safety, privacy, and confidentiality. Additionally, the Weinberg Childhood Development Center is housed in HRM's confidential shelter location, the location of which is not shared publicly to protect victims.

c) Outcomes and Tracking:

- 30 children (10 annually) who have been exposed to domestic/dating violence receive early childhood education services during the grant period, at least 70% of whom are screened with the Ages and Stages tool (ASQ: SE-2 and 3).
 - Of children who have two or more Ages and Stages Screenings completed, 75% maintain or increase developmental screening scores during the grant period.
- Outcomes will be tracked through education center enrollment/attendance logs and Ages and Stages developmental screening results.

Objective 1.2: Facilitate workshops to strengthen the capacity of community-based children and youth service providers to prevent, intervene, treat, and respond to children and youth affected by domestic/dating violence.

a) Activities and who is responsible for them:

Activities:

- Facilitate workshops on topics such as Domestic/Dating Violence Impacts on Children and Youth, Healthy Relationships, Teen Dating Violence, and Technology and Abuse for community-based children and youth service providers.
- Conduct educational outreach through back-to-school nights, resource fairs, and professional development days.

Responsible: Community Engagement or Project Coordinator

What Will Be Done

b) How we will ensure victim safety, privacy, and confidentiality: HRM utilizes intentional curriculum design, continuous program monitoring and assessment, and robust data privacy policies and systems to ensure victim safety, privacy, and confidentiality. Additionally, facilitators are highly trained in how to respond in accordance with HRM policies and procedures if a workshop participant discloses an experience with domestic/dating violence.

c) Outcomes and Tracking:

- 24 workshops (8 annually) for children and youth service providers are facilitated during the grant period.
 - 85% of provider workshop participants demonstrate an increased understanding of domestic/dating violence prevention and response measures through post-workshop assessments.
- Outcomes will be tracked through the Training Institute workshop calendar and attendance log and service provider pre/post-assessment results.

Goal 2: Engage youth in recognizing and preventing domestic/dating violence and raise awareness of available resources for victims.

Objective 2.1: Facilitate workshops for youth on recognizing and preventing domestic/dating violence and available resources for victims.

a) Activities and who is responsible for them:

Activities:

- Facilitate workshops for youth on recognizing and preventing domestic/dating violence and available resources for victims.
- Conduct pre/post-assessments.

Responsible: Community Engagement Specialist

b) How we will ensure victim safety, privacy, and confidentiality: Facilitators are highly trained in how to respond in accordance with HRM policies and procedures if a youth discloses an experience with domestic/dating violence. HRM utilizes intentional curriculum design, continuous program monitoring and assessment, and robust data privacy policies and systems to ensure victim safety, privacy, and confidentiality.

c) Outcomes and Tracking:

- 24 workshops (8 annually) for youth on recognizing and preventing domestic/dating violence are facilitated during the grant period.
 - 80% of youth workshop participants demonstrate an increased understanding of how to recognize and prevent domestic/dating violence through post-workshop assessments.
- Outcomes will be tracked through the Training Institute workshop calendar and attendance log and youth pre/post-assessment results.

HRM utilizes Efforts to Outcomes (ETO) software as a centralized database for tracking progress toward intended outcomes. Staff enter participant progress after each service session and data is analyzed regularly by project leadership to monitor effectiveness and inform service adjustments.

What Will Be Done
<i>Describe how services, products, etc. will be accessible to anyone who may need them.</i>
Domestic violence victims, children and youth exposed to domestic violence, and youth workshop participants will not be charged any fees for the services outlined in this proposal.
The Weinberg Child Development Center (WCDC) is housed at the same location as HRM's shelter, making it convenient and highly accessible for shelter residents. This also makes it easier for domestic violence victims to access HRM's full continuum of direct services because it provides shelter residents with a safe, free option for childcare while they are accessing services and rebuilding their lives. Youth workshops and service provider workshops are hosted by trusted community partners, ensuring accessibility and a comfortable and safe environment for participant learning.
Additionally, although Baltimore is HRM's central hub for services, we believe in accessibility for all. HRM does not require clients to live within a specific jurisdiction to access our services and would never turn away a client based on their address. Our trained facilitators and service coordinators work closely with clients to ensure they have a complete understanding of the services available to them and are able to connect with these services in an accessible manner.

Who Will Implement the Project
<i>For each person: name, agency/organization, position/title, role/responsibilities on the project, and description of how they are equipped to fulfill their role/responsibility.</i>
The following non-funded staff will provide programmatic and operational oversight of the project: • <i>Brianne Young, Grants Finance Manager</i>, oversees grant budgeting, financial reporting, and fiscal compliance. Ms. Young holds a Master of Public Administration and has extensive experience managing federal, state, and private grants. • <i>Pia May, Associate Director of Data and Compliance</i>, coordinates interdepartmental data tracking and oversees grant compliance. Additionally, she manages outcome evaluations, funder reporting, and performance monitoring. Ms. May is a Licensed Certified Social Worker-Clinical (LCSW-C) with over 20 years of experience at HRM. Funding has been requested for the following staff, who will be responsible for programmatic and operational oversight and direct implementation of the project: • <i>Dr. Angélique McKoy, Director of Education and Engagement</i>, oversees agency-wide training, technical assistance, abuse intervention, and community engagement, ensuring the integration of best practices in survivor safety, offender accountability, trauma-informed approaches, and coordinated community response. She oversees the work associated with objectives 1.2 and 2.1. Dr. McKoy is a licensed clinical professional counselor, trauma-informed practitioner, educator, and organizational leader specializing in intimate partner violence, behavioral health, and professional training. • <i>Asjoure Brown, Director of Stability Services</i>, is responsible for the agency's shelter and community-based, adult, child & family therapeutic services, and oversees HRM's early childhood education center, contributing to project objective 1.1. Ms. Brown is a Licensed Clinical Professional Counselor (LCPC) and highly accomplished trauma therapist specializing in therapy for young adults and teens. She is trained in both

Who Will Implement the Project

evidence-based therapies and conflict mediation and has over 15 years of experience at HRM.

- *Vivian Ebisike, Community Engagement Specialist*, expands awareness of domestic/dating violence, prevention, and response measures by developing curriculum, conducting outreach, and facilitating workshops for survivors, community members, service providers, and educators, in alignment with project objectives 1.2 and 2.1. She also conducts culturally specific outreach to Spanish-speaking and immigrant communities. Ms. Ebisike is bilingual (Spanish/English) and brings with her significant experience in community outreach, partner engagement, event planning, and facilitation for youth-focused and youth-led organizations.
- *Maliyah Peacock, Project Coordinator*, expands awareness of domestic/dating violence, prevention, and response measures by developing curriculum, facilitating workshops and multi-day trainings for external partners, and leading new employee orientation sessions and capacity building trainings and workshops for HRM staff. In this capacity, she will contribute to project objective 1.2. Ms. Peacock is well-versed in curriculum development, facilitation, and community-based training with prior experience leading in-person and virtual community-based educational initiatives and designing and evaluating lesson plans as a teacher.
- *Kearah Rice, Lead Teacher*, maintains primary responsibility for a classroom providing direct service to enrolled children while also serving as a site-based leader who monitors staff performance, ensures regulatory compliance, supports implementation of program procedures, and serves as a subject-matter resource for the Weinberg Child Development Center, contributing to project objective 1.1. She ensures the early childhood education provided by HRM is research-driven, trauma-informed, and grounded in best practices for supporting children that have been exposed to domestic/dating violence. Ms. Rice's professional training includes Maryland Child Care Credentialing, 90-Hour Preschool and 45-Hour Infant/Toddler coursework, CPR/First Aid, Medication Administration, Basic Health & Safety, ADA, SIDS, Breastfeeding Support, and Trauma-Informed/Conscious Discipline training.
- *Amira Miller, Childcare Teacher Preschool*, is responsible for the day-to-day care and education of children aged 2-5 years old in the classroom. She plans and implements creative, educational, and developmentally appropriate activities grounded in trauma-informed best practices and standards of care for children that have been exposed to domestic/dating violence, while also addressing their basic needs, contributing to project objective 1.1. Ms. Miller's professional training includes early childhood education coursework, CPR/First Aid, Basic Health & Safety, ADA, and training in trauma-informed practices.

Describe the anticipated coordination and collaboration and how it will advance project goals

This project will be implemented in close coordination with local school and community partners. The primary project partners, as detailed in the memorandums of understanding included with this proposal, are the Mount Royal Elementary/Middle School, a Baltimore City Public School, and Dance & Bmore, a Baltimore-based performing arts organization that provides creative education and enrichment to enhance the lives and social-emotional well-being of youth and their families. Mount Royal and Dance & Bmore will serve as host sites, collaborators, and participants for the workshops for youth and youth service providers. HRM

Who Will Implement the Project
will also collaborate with Mount Royal and Dance & Bmore to enroll youth and service provider participants and ensure workshop topics meet their needs and interests. These activities will directly contribute to project goals 1 and 2 and objectives 1.2 and 2.1 through strengthening the capacity of community-based children and youth service providers to prevent, intervene, treat, and respond to children and youth affected by domestic/dating violence and through the implementation of workshops for youth on recognizing and preventing domestic/dating violence and available resources for victims. As the lead applicant and domestic/dating violence subject matter expert, HRM will maintain ongoing coordination with the project partners and will be primarily responsible for the implementation of the project, including associated program goals, activities, and outcomes. HRM will provide early childhood education services, develop the workshop curricula, facilitate the workshops for youth and children and youth service providers, manage all program finances, and conduct all monitoring and reporting as required by the award agreement.

10/1/26 to 9/30/29

FY 2026 Consolidated Grant Program to Assist Children and Youth Affected by and to Engage Men and Youth in Preventing Domestic Violence, Dating Violence, Sexual Assault, and Stalking

Applicant: House of Ruth Maryland

Funding Opportunity Number: O-OVW-2026-172652

A. Personnel

Name/Position	Computation	Cost
V. Ebisike	Community Engagement Specialist	
	\$45,448 x 51% effort on project - Year 1	\$23,178
	\$45,448 x 51% effort on project - Year 1	\$23,178
	\$45,448 x 51% effort on project - Year 1	\$23,178
M. Peacock	Project Coordinator	
	\$48,162 x 49% effort on project -Year 1	\$23,599
	\$48,162 x 74% effort on project -Year 2	\$35,640
	\$48,162 x 74% effort on project -Year 3	\$35,640
A. Miller	Preschool Teacher	
	\$41,605 x 25% effort on project - Year 2	\$10,401
	\$41,605 x 25% effort on project - Year 2	\$10,401
K. Rice	Lead Teacher	
	\$44,512 x 25% effort on project - Year 2	\$11,128
	\$44,512 x 25% effort on project - Year 2	\$11,128
A. Brown	Director of Stability Services	
	\$122,034 x 5% effort on project - Year 1	\$6,115
	\$122,034 x 5% effort on project - Year 2	\$6,115
	\$122,034 x 5% effort on project - Year 3	\$6,115
A. McKoy	Director of Training and Engagement	
	\$115,000 x 10% effort on project - Year 1	\$11,500
	\$115,000 x 10% effort on project - Year 2	\$11,500
	\$115,000 x 10% effort on project - Year 3	\$11,500
		\$260,319

B. Fringe Benefits

FICA (7.65%)	Retirement	Unemployment Insurance	Workmen's Compensation	Total Fringe
\$1,773	\$927.14	\$195.50	\$391.72	\$3,288
\$1,773	\$927.14	\$195.50	\$391.72	\$3,288
\$1,773	\$927.14	\$195.50	\$391.72	\$3,288
\$1,805	\$943.98	\$195.50	\$398.83	\$3,344
\$2,726	\$1,425.60	\$195.50	\$602.31	\$4,950
\$2,726	\$1,425.60	\$195.50	\$602.31	\$4,950
\$796	\$416.05	\$195.50	\$175.78	\$1,583
\$796	\$416.05	\$195.50	\$175.78	\$1,583
\$851	\$445.12	\$195.50	\$188.06	\$1,680
\$851	\$445.12	\$195.50	\$188.06	\$1,680
\$468	\$244.61	\$195.50	\$103.35	\$1,011
\$468	\$244.61	\$195.50	\$103.35	\$1,011
\$468	\$244.61	\$195.50	\$103.35	\$1,011
\$880	\$460.00	\$195.50	\$194.35	\$1,730
\$880	\$460.00	\$195.50	\$194.35	\$1,730
\$880	\$460.00	\$195.50	\$194.35	\$1,730
				\$37,855

Director of Stability Services - 5% effort on project. Asjoure Brown, Director of Stability Services, is responsible for the agency's shelter and community-based, adult, child & family therapeutic services, and oversees HRM's early childhood education center, contributing to project objective 1.1. Ms. Brown is a Licensed Clinical Professional Counselor (LCPC) and highly accomplished trauma therapist specializing in therapy for young adults and teens. She is trained in both evidence-based therapies and conflict mediation and has over 15 years of experience at HRM.

Director of Training and Engeamgent - 10% effort on project. Dr. Angélique McKoy, Director of Education and Engagement, oversees agency-wide training, technical assistance, abuse intervention, and community engagement, ensuring the integration of best practices in survivor safety, offender accountability, trauma-informed approaches, and coordinated community response. She oversees the work associated with objectives 1.2 and 2.1. Dr. McKoy is a licensed clinical professional counselor, trauma-informed practitioner, educator, and organizational leader specializing in intimate partner violence, behavioral health, and professional training.

Community Engagement Specialist - 51% effort on project. Vivian Ebisike, Community Engagement Specialist, expands awareness of domestic/dating violence, prevention, and response measures by developing curriculum, conducting outreach, and facilitating workshops for survivors, community members, service providers, and educators, in alignment with project objectives 1.2 and 2.1. She also conducts culturally specific outreach to Spanish-speaking and immigrant communities. Ms. Ebisike is bilingual (Spanish/English) and brings with her significant experience in community outreach, partner engagement, event planning, and facilitation for youth-focused and youth-led organizations.

Project Coordinator - 49% and 74% effort on project. Maliyah Peacock, Project Coordinator, expands awareness of domestic/dating violence, prevention, and response measures by developing curriculum, facilitating workshops and multi-day trainings for external partners, and leading new employee orientation sessions and capacity building trainings and workshops for HRM staff. In this capacity, she will contribute to project objective 1.2. Ms. Peacock is well-versed in curriculum development, facilitation, and community-based training with prior experience leading in-person and virtual community-based educational initiatives and designing and evaluating lesson plans as a teacher.

Preschool teacher - 25% effort on project. Amira Miller, Childcare Teacher Preschool, is responsible for the day-to-day care and education of children ages 2-5 years old in the classroom. She plans and implements creative, educational, and developmentally appropriate activities grounded in trauma-informed best practices and standards of care for children that have been exposed to domestic/dating violence, while also addressing their basic needs, contributing to project objective 1.1. Ms. Miller's professional training includes early childhood education coursework, CPR/First Aid, Basic Health & Safety, ADA, and training in trauma-informed practices.

Lead teacher - 25% effort on project. Kearah Rice, Lead Teacher, combines classroom-based instructional leadership with programmatic leadership responsibilities. This position maintains primary responsibility for a classroom providing direct service to enrolled children while also serving as a site-based leader who monitors staff performance, ensures regulatory compliance, supports implementation of program procedures, and serves as a subject-matter resource for the Weinberg Child Development Center, contributing to project objective 1.1. She ensures the early childhood education provided by HRM is research-driven, trauma-informed, and grounded in best practices for supporting children that have been exposed to domestic/dating violence. Ms. Rice's professional training includes Maryland Child Care Credentialing, 90-Hour Preschool and 45-Hour Infant/Toddler coursework, CPR/First Aid, Medication Administration, Basic Health & Safety, ADA, SIDS, Breastfeeding Support, and Trauma-Informed/Conscious Discipline training.

All staff working on the project will maintain a record of time worked on the project through our payroll software.

House of Ruth Maryland is requesting fringe benefits for all positions requested to be funded on the grant for the portion of effort devoted to the project (calculations shown above). Rates shown are current rates as of June 2026 incurred by the House of Ruth for these payroll costs. HRM provides a 4% employer contribution to the House of Ruth Maryland Savings and Retirement Plan for each eligible employee with over one year of service. All of the staff on this project are eligible for this contribution. The contribution rate is set annually in July for the plan year. For purposes of this application rates are held constant through the three year term, however, if awarded, actual rates incurred by HRM would be applied. HRM's overall effective benefit rate is 17% however the cost for items such as health, dental, and other insurances vary by employee and are not included here.

TOTAL PERSONNEL AND FRINGE BENEFITS \$298,173

C. Travel

OVW Mandated Training and Technical Assistance

Location to be determined:		
Airfare	\$500/flight x 3 people x 3 trips	\$4,500
Hotel	\$231/night x 3 nights x 3 people x 3 trips	\$6,237
Meals	\$58/day x 3 days x 3 people x 3 trips	\$1,566
Transportation	\$50/day x 2 days x 3 people x 3 trips	\$900
Registration Fees	\$200 x 3 people x 3 conferences	\$1,800
Subtotal OVW-Mandated Training		\$15,003

Narrative:

OVW Travel: \$15,003 in OVW sponsored training and technical assistance funds to cover the cost of travel for the supporting staff on the project to attend trainings throughout the course of the 3-year project. The sites of the training sessions are unknown at this time. Travel estimates are based on HRM's travel policy and currently available rates for regional hotels etc. Using the sample allocation of costs for airfare, hotel, meals and transportation, it is estimated that 3 total trips may be possible in the three-year period. Use of funds will be requested through the GAN process identifying the purpose of the travel and estimated costs including attendance at one National intimate partner and sexual violence approved conference registration fee.

TOTAL TRAVEL \$ 15,003

D. Equipment – List tangible personal property with a useful life of more than one year that needs to be purchased to support the project. It is important to follow the applicant's own capitalization policy for equipment classification. For high-cost items and information technology systems, applicants should perform an analysis (and attach it to the application) that compares the cost of purchasing versus leasing equipment items to determine the most economical approach. Rented or leased equipment items should be listed in the "Procurement Contracts" category. Describe in the narrative how the equipment is necessary for the success of the project.

Item	Computation	Cost
Total Equipment		\$ -

Narrative:

The project does not intend to purchase equipment.

E. Supplies – List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, thumb drives, and flash drives) and show the basis for computation. Generally, supplies include any expendable or consumable materials that are used during the project period that are not equipment.

Supply Items	Computation	Cost
Office Supplies (paper, printed)	\$125/month x 14% x 36 months	\$ 630
Printing	\$70/month x 14% x 36 months	\$ 353
Program Supplies	\$30/month x 36 months	\$ 1,080
Supplies Total		\$ 2,063

Narrative:

Office Supplies are needed for the general operation of the program and are shared amongst all office staff. The FTE allocation rate for shared costs incurred by all staff in this budget is 14% (based on total FTEs in both programs is 14 FTEs, and total FTEs in this budget is 2.02 FTEs, so $2.02/14 = 0.14$, or 14%). Monthly costs for Office Supplies at \$125/month are estimated based on historical data. Charges to the grant will be based on the actual supplies purchased and actual percentage of staff time worked on the project (not budgeted amounts).

Printing is needed for the general operation of the program and is shared amongst all office staff and will be allocated using an FTE allocation method (see allocation breakdown in Office Supplies narrative). Monthly costs for Printing at \$70/month is based on historical data. Charges to the grant will be based on the actual costs and actual percentage of staff time worked on the project (not budgeted amounts).

Program Supplies are estimated at a cost of \$30/month, based on historical data. The program supplies, such as educational handouts and information sheets, journals, classroom supplies, youth activities, etc. and will be used for direct program activities, specifically work during the trainings and workshops for youth.

F. Construction – As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable. Consult with OVW before budgeting funds in this category.

Purpose	Description of Work	Cost
Total Construction		\$ -

G. Subawards (Subgrants) - Describe project activities for which subrecipients/MOU partners will receive compensation under the award, including services for clients. Include any compensation for partner/subrecipient travel in this section as well.

Subrecipient Name	Computation	Cost
Subaward Total		\$ -

Narrative:

The project does not intend to make any subawards.

Total Subawards	\$ -
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H. Procurement Contracts – Applicants should follow their documented procurement procedures that comply with the procurement standards in the Uniform Guidance at 2 C.F.R. §§ 200.317-200.327 or the Federal Acquisition Regulation.

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. The actual rate for each consultant should be evaluated on a case-by-case basis, consistent with fair market value, and equal to the individual's experience, education, and compensation they receive for providing similar services in the marketplace. Consultant fees over \$650 per day (for an 8-hour day) or \$81.25 per hour require additional justification and prior approval from OVW.

Name of Consultant	Service Provided	Computation	Cost

Subtotal Consultant	\$ -
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Narrative:

The project does not intend to engage any consultants.

Consultant Travel: List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging etc.).

Narrative:

The project does not intend to engage any consultants.

I. Other Costs – List items (e.g., rent, reproduction, telephone, janitorial or security services, and investigative or confidential funds) by each type of cost and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, and provide a monthly rental cost and how many months to rent.

Purpose	Description of Work	Computation	Cost	Cost

J. Indirect Costs

Description	Computation	Cost
15% of MTDC	\$298,173 x 15%	\$ 44,726
Total Indirect Costs		\$ 44,726

Narrative:

HRM is electing to use a de minimis rate of 15% of modified total direct costs. We will be using 15% of salaries and fringe.
\$298,173 x 15% = \$44,726

Budget Summary – Upon completion of the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of federal funds requested and the amount of non-federal funds that will support the project.

Budget Category	Amount
A. Personnel	\$ 260,319
B. Fringe Benefits	\$ 37,855
C. Travel	\$ 15,003
D. Equipment	\$ -
E. Supplies	\$ 2,063
F. Construction	\$ -
G. Subawards	\$ -
H. Procurement Contracts	\$ -
I. Other Costs	\$ -
Total Direct Cost	\$ 315,239
J. Indirect Cost	\$ 44,726
TOTAL PROJECT COSTS	\$ 359,965



September 4, 2026

**Office on Violence Against Women: FY 2026 Consolidated Grant Program to Assist
Children and Youth Affected by and to Engage Men and Youth in Preventing Domestic
Violence, Dating Violence, Sexual Assault, and Stalking
Funding Opportunity Number: O-OVW-2026-172652**

Project Title:

Domestic Violence Services and Prevention Education for Children and Youth

Areas Affected by Project:

This project will operate in the state of Maryland. The primary zip codes impacted include 21218, 21201, and 21217, although the project serves residents from across Maryland.



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248132325
Dec. 24, 2013 LTR 4168C 0
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BODC: TE

HOUSE OF RUTH MARYLAND INC
2201 ARGONNE DR
BALTIMORE MD 21218



011042

Employer Identification Number: 52-1100236
Person to Contact: Mr. Perry
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Dec. 13, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in April 1980.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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Dec. 24, 2013 LTR 4168C 0
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HOUSE OF RUTH MARYLAND INC
2201 ARGONNE DR
BALTIMORE MD 21218

If you have any questions, please call us at the telephone number
shown in the heading of this letter.

Sincerely yours,

Susan M. O'Neill

Susan M. O'Neill, Department Mgr.
Accounts Management Operations